

## BEAUFORT ELEMENTARY

1800 Prince Street  
Beaufort, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	621 Students	
<b>Principal</b>	Jennifer Morillo	843-322-2600
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Below Average	Average
2008	Below Average	Good
2007	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

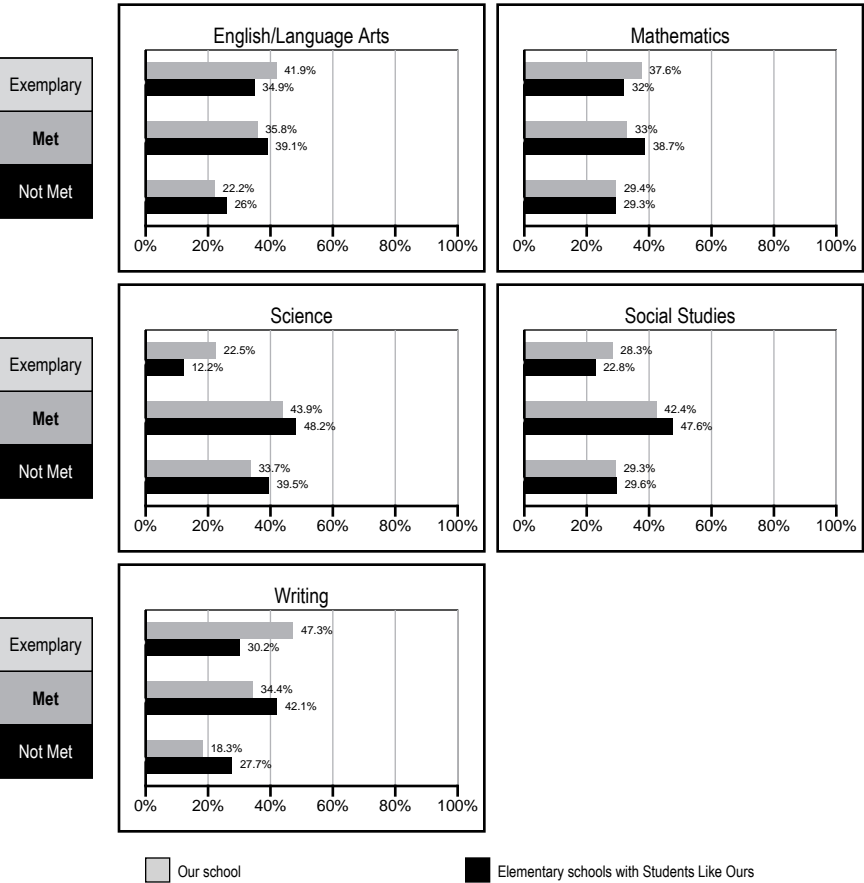
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	17	94	10	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=621)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.3%	1.3%	1.1%
Attendance rate	96.2%	Down from 96.6%	95.9%	96.2%
Served by gifted and talented program	22.0%	Up from 21.3%	11.4%	13.4%
With disabilities other than speech	2.2%	Down from 8.9%	4.8%	4.1%
Older than usual for grade	0.7%	Down from 0.8%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	67.3%	Up from 59.2%	60.5%	62.5%
Continuing contract teachers	85.7%	Up from 67.3%	88.9%	88.2%
Teachers returning from previous year	80.3%	Down from 84.6%	87.4%	87.8%
Teacher attendance rate	93.7%	Down from 94.4%	95.0%	95.2%
Average teacher salary*	\$53,213	Up 5.8%	\$46,643	\$46,773
Professional development days/teacher	9.9 days	Up from 7.8 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 19.9 to 1	19.6 to 1	19.9 to 1
Prime instructional time	86.9%	Down from 89.2%	89.8%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,772	Down 28.6%	\$7,393	\$7,447
Percent of expenditures for instruction**	75.3%	Up from 72.8%	67.0%	68.4%
Percent of expenditures for teacher salaries**	72.8%	Up from 70.9%	64.6%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Dear Beaufort Elementary Community,

The 2010-2011 school year was an exciting time to be at Beaufort Elementary School. The staff continued to spend time analyzing student achievement data, and we used this information to plan more effectively. We identified specific student-achievement challenges in the following subgroups: disabled ELA and disabled math. In order to narrow each subgroup gap, Beaufort Elementary School has increased the amount of staff who work with our students who are in need of math and reading interventions by adding an additional literacy teacher, an additional part-time resource teacher, a math interventionist, and a primary math/literacy interventionist.

Many wonderful things have been happening at Beaufort Elementary: impressive results in our MAP scores; adding a Montessori Magnet Program for 2011-2012 year; successful fundraising; active Life Lab; an after-school enrichment program that provides intense intervention; an after-school strings, drumming, and robotics program; implemented a student leadership team; interventionists who provide small group instruction; classroom guidance lessons; several community service projects: Salvation Army Food Drive, Jump Rope for Heart, Relay for Life, Pennies for Patients; AMES Magnet Program; PBIS School; TAP School; and active business partners.

We are excited about these and other improvements which will make 2011-2012 another great year.

Sincerely,  
Jennifer Morillo, Principal  
Dr. Marlo Smith-Shissias, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	94	43
Percent satisfied with learning environment	83.8%	87.1%	73.2%
Percent satisfied with social and physical environment	91.9%	78.5%	83.3%
Percent satisfied with school-home relations	81.6%	86.0%	71.4%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	308	100	22.5	36.9	40.6	85.7	83.3	82.4	Yes	Yes
<b>Gender</b>										
Male	155	100	25	36.1	38.9	83.3	80.1	78.7	N/A	N/A
Female	153	100	20.1	37.6	42.3	87.9	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	103	100	10.3	30.9	58.8	94.8	93.3	88.9	Yes	Yes
African American	171	100	30.9	41.8	27.3	78.8	72.2	72.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	23	100	22.7	31.8	45.5	90.9	78.4	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	59.3	33.3	7.4	59.3	44.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	75	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	23.1	30.8	46.2	84.6	76.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	207	100	30.2	39.2	30.7	81.4	75.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	308	100	29.4	34.1	36.5	78.8	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	155	100	27.1	33.3	39.6	79.2	81.6	79.9	N/A	N/A
Female	153	100	31.5	34.9	33.6	78.5	84.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	103	100	14.4	26.8	58.8	90.7	93.2	88.9	Yes	Yes
African American	171	100	40	39.4	20.6	70.3	70.6	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	23	100	27.3	36.4	36.4	81.8	81.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	55.6	33.3	11.1	59.3	46.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	75	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	30.8	38.5	30.8	76.9	80	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	207	100	37.7	40.2	22.1	70.9	75.6	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A—Not Applicable   N/AV—Not Available   N/C—Not Collected   N/R—Not Reported   I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	203	99.5	32.8	45.1	22.1	67.2	67.8	68.6
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**Gender**

Male	99	100	26.3	43.2	30.5	73.7	68.4	68.3
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Female	104	99	39	47	14	61	67.3	68.9
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**Racial/Ethnic Group**

White	68	100	19.7	42.4	37.9	80.3	85.5	80.7
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African American	114	99.1	42.7	48.2	9.1	57.3	49.5	51.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89	85.3
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Hispanic	15	100	28.6	35.7	35.7	71.4	56.9	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	70.8
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**Disability Status**

Disabled	19	100	57.9	36.8	5.3	42.1	31.8	35.7
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**Migrant Status**

Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
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**English Proficiency**

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	53.8	60.7
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**Socio-Economic Status**

Subsidized meals	137	99.3	43.2	44.7	12.1	56.8	55.2	57.3
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**Social Studies**

All Students	205	100	29.9	43.3	26.8	70.1	71.9	72.5
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**Gender**

Male	107	100	27.6	39.8	32.7	72.4	72	72
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Female	98	100	32.3	46.9	20.8	67.7	71.8	73.1
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**Racial/Ethnic Group**

White	66	100	12.9	32.3	54.8	87.1	85	81
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African American	115	100	40	51.8	8.2	60	57.1	60
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.5	89
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Hispanic	16	100	37.5	37.5	25	62.5	65.7	69.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.7	73.5
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**Disability Status**

Disabled	19	100	N/AV	N/AV	N/AV	50	37.1	40.5
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**Migrant Status**

Migrant	1	I/S	I/S	I/S	I/S	I/S	30.8	53.8
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**English Proficiency**

Limited English Proficient	11	100	36.4	27.3	36.4	63.6	62.4	69.7
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**Socio-Economic Status**

Subsidized meals	138	100	37.1	49.2	13.6	62.9	61.7	62.9
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Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	105	91.4	17.4	34.8	47.8	82.6	73.8	73.2	96.2	96.5
Gender										
Male	51	86.3	21.4	33.3	45.2	78.6	67.9	67.2	96	96.5
Female	54	96.3	14	36	50	86	79.9	79.4	96.4	96.6
Racial/Ethnic Group										
White	41	92.7	5.9	38.2	55.9	94.1	87.4	81.5	95.6	96.3
African American	53	88.7	27.7	34	38.3	72.3	59.1	61.3	96.5	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.5	87	97.3	96.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65	66.7	96.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	95.6
Disability Status										
Disabled	15	46.7	I/S	I/S	I/S	I/S	23.5	26	93.9	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	98.5	97.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.1	65.7	96.7	96.7
Socio-Economic Status										
Subsidized meals	68	91.2	23	36.1	41	77	62.7	63.2	96.3	96.4

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	115	100	21.4	31.1	47.6	78.6
	4	109	100	28.2	42.7	29.1	71.8
	5	105	100	15.3	43.9	40.8	84.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	105	100	27.8	20.6	51.5	72.2
	4	98	100	22.1	44.2	33.7	77.9
	5	105	100	17.8	45.5	36.6	82.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	115	100	51.5	21.4	27.2	48.5
	4	109	100	31.1	35	34	68.9
	5	105	100	34.7	43.9	21.4	65.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	105	100	40.2	24.7	35.1	59.8
	4	98	100	22.1	35.8	42.1	77.9
	5	105	100	25.7	41.6	32.7	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	57	100	52.9	29.4	17.6	47.1
	4	109	100	40.8	41.7	17.5	59.2
	5	53	98.1	36.7	42.9	20.4	63.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	52	98.1	30.6	34.7	34.7	69.4
	4	98	100	33.7	49.5	16.8	66.3
	5	53	100	33.3	47.1	19.6	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	58	100	51.9	28.8	19.2	48.1
	4	109	100	37.9	42.7	19.4	62.1
	5	55	96.4	44	42	14	56
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	53	100	40.4	34	25.5	59.6
	4	98	100	29.5	49.5	21.1	70.5
	5	54	100	21.2	40.4	38.5	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	111	96.4	38.4	35.4	26.3	61.6
	4	109	100	43.3	33.7	23.1	56.7
	5	102	89.2	23.9	35.2	40.9	76.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	105	91.4	17.4	34.8	47.8	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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